



School Accountability Report Card, 2013–14

Stars High School
 545 Estudillo Ave San Leandro, CA 94577
 (510) 352-9200
 Kassoria Scales, Principal
 Grades 7-12

About This School

District Contact Information – Most Recent Year

District Name	San Leandro Unified School District
Phone Number	(510) 667-3500
Superintendent	Mike McLaughlin, Ed.D.
E-mail Address	mmclaughlin@sanleandro.k12.ca.us
Web Site	http://www.sanleandro.k12.ca.us

School Contact Information – Most Recent Year

School Name	Stars High School
Street	545 Estudillo Ave
City, State, Zip	San Leandro, CA 94577
Phone Number	(510) 352-9200
Principal	Kassoria Scales
E-mail Address	kscales@starsinc.com
Web Site	http://www.starsinc.com/ST_school.php
County-District-School (CDS) Code	01612916201172

School Description and Mission Statement – Most Recent Year

Stars High School is accredited by The Western Association of Schools and Colleges (WASC), which granted Stars High School a three (3) year term of accreditation in Spring 2013. Stars High School offers each student a high quality, standards-based, and individually tailored high school academic program. Stars High School is part of an integrated treatment program that includes special day class instruction, mental health services and school counseling services. Forty-eight students ages 13-22 are served in the program.

Stars High School is equipped to provide Special Education and Related Services to the following primary disabling conditions: Emotional Disturbance, Specific Learning Disability and/or Other Health Impairment. Services are determined by student need as reflected in their Individualized Education Plan (IEP). Goals and objectives address both academic and social-emotional needs. Available program components include: academic instruction, independent living skills, transition activities, behavior management, behavior modification, group counseling, individual counseling, family counseling and electives. Intake and discharge from the program is determined by the Individualized Education Plan (IEP) team. In order to be considered for placement, students must meet criteria for one of the above-mentioned primary disabling conditions and have a current IEP

The mission of Stars High School is to provide each student with an individualized array of academic, emotional, behavioral, and vocational support to achieve that student's educational goals.

In order to meet this mission, staff focus on the primary goal of fostering the skills, resources, and behavior necessary to achieve a successful transition to a less restrictive program. Whenever deemed possible by the IEP team, this will include successful transition back to a main-stream educational setting and/or a high school diploma.

School-Wide Learning Results

Stars High School's vision is reflected in the expected school-wide learning results (SLOs), which state that all graduates will be prepared for College, Career, Citizenship and Lifelong Learning:

Productive Citizens

- Demonstrate positive decision making
- Display positive and ethical behaviors, attitudes, and respect for themselves and others
- Exhibit skills in resolving conflicts through positive non violence

Critical and Creative Thinkers

- Overcome obstacles and adapt to changing conditions
- Problem solve by exploring different solutions
- Demonstrate logical thinking skills

Be Life Long Learners

- Establish and identify personal and future goals
- Demonstrate positive social skills
- Exhibit the ability to evaluate and analyze information
- Utilize technology for research, occupational goals and continued education

Community Builders

- Shows empathy for others and respect for all
- Collaborate and advocate improvement in the community
- Actively participate by influencing positive change

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	2
Grade 8	9
Ungraded Elementary	0
Grade 9	14
Grade 10	19
Grade 11	15
Grade 12	13
Ungraded Secondary	0
Total Enrollment	72

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	55%
American Indian or Alaska Native	4%
Asian	0%
Filipino	0%
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	0%
White	11%
Two or More Races	N/A
Socioeconomically Disadvantaged	100%
English Learners	0%
Students with Disabilities	100%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	2	4	2	N/A
Without Full Credential	4	2	1	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013–14)

Location of Classes	Percent of Classes in Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	67%	33%
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	-Holt Literature And Language Arts Course 3 rd – 6 th Year 2009 -Hi-Lo Nonfiction Passages for Struggling Readers Year 2009	N/A	0%

	<p>-Scholastic magazine Year 2009</p> <p>-Writers inc. Year 2009</p> <p>-Vocabulary for the High School and College Bound Students (Amsco) Year 2009</p>		
Mathematics	<p>-Algebra & Algebra 2 Mcdougal Littel/2004 Year 2009</p> <p>-Geometry UCSMP Scott Foresman/2002 Year 2009</p> <p>-Edhelper.com Year 2011</p> <p>-Money Makes Sense series (Pacemaker) Year 2009</p> <p>-Consumer math and survival tests Year 2009</p> <p>-Key to: Four math processes, fractions, decimals, percentages, algebra, and geometry (Rasmussen) Year 2009</p>	N/A	0%
Science	<p>-Life Science Holt Rinehart Winston/2007 Year 2009</p> <p>-Biology Prentice Hall/2007 Year 2009</p> <p>-Physical Science Holt Rinehart Winston/2006 Year 2009</p> <p>-Modern Chemistry Year 2009</p> <p>-Edhelper.com Year 2009</p>	N/A	0%

History-Social Science	-Modern World History Mcdougal Little Year 2009 -United States History Ags/2001 Year 2009 -American Government Holt Rinehart Winston/2003 Year 2009 -Economics Holt Rinehart Winston/2003 Year 2009		0%
Foreign Language	-Realidades Prentice Hall (Spanish) Year 2009	N/A	0%
Health	-Glencoe Health -AGS Life Skills Health Year 2009	N/A	0%
Visual and Performing Arts	-112 Acting Games: A Comprehensive Workbook Of Theatre Games for Developing Acting Skills Year 2009 -A Raisin in the Sun Year 2009 -Scott Foresman Art: An Art Curriculum by Pearson Year 2009	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements – Most Recent Year

SHS is required annually to obtain fire marshal clearance from Alameda County. The physical plant is well maintained, clean and pleasant. Minor repairs are completed quickly. Stars High School has added a community garden plans to add a bike rack to the facility for student and staff use.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	*	*	*	*	*	*	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

***Test results are located at the LEA**

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	*
All Students at the School	*
Male	*
Female	*
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	*
Two or More Races	*
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Students Receiving Migrant Education Services	*

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

***TEST RESULTS ARE LOCATED AT THE LEA**

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	*	*	*	*	*	*	54%	56%	55%
Mathematics	*	*	*	*	*	*	49%	50%	50%
History-Social Science	*	*	*	*	*	*	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

***TEST RESULTS ARE LOCATED AT THE LEA**

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	*	*	*
Similar Schools	*	*	*

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

***TEST RESULTS ARE LOCATED AT THE LEA**

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	*	*	*
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian or Pacific Islander	*	*	*
White	*	*	*
Two or More Races	*	*	*
Socioeconomically Disadvantaged	*	*	*
English Learners	*	*	*
Students with Disabilities	*	*	*

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

***TEST RESULTS ARE LOCATED AT THE LEA**

Career Technical Education Programs (School Year 2013–14)

Use this space to provide information about Career Technical Education (CTE) programs including:

STARS High School offers courses intended to help prepare students for independent living and the work force. Wood shop and bike mechanics classes are offered weekly. These classes are open to all students. Stars High School has also adopted a computer software program “Magellan.” Magellan is a career assessment program which allows students to identify and pursue viable career and job options. Through Magellan, students have access to assessments and surveys which concentrate on specific job skills. Students learn about these skills, find out why they are important, see how they relate to specific jobs, and learn his or her own level for each skill.

Career Technical Education Participation (School Year 2013–14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	0%
2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	*	*	*	*	*	*	56	57	
Mathematics	*	*	*	*	*	*	58	60	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

***TEST RESULTS ARE LOCATED AT THE LEA**

**California High School Exit Examination Grade Ten Results by Student Group
(School Year 2013–14) (if applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	*	*	*	*	*	*
All Students at the School	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

***TEST RESULTS ARE LOCATED AT THE LEA**

California Physical Fitness Test Results (School Year 2013–14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement – Most Recent Year

The Stars High School administration and staff encourage parental involvement in all aspects of the high school program. Stars High School offers parents the opportunity to participate in a variety of school-related curricular activities. We encourage and promote parental support in meeting the needs of all students. Stars High School has developed a Parent Advisory Committee which meets every other month. The goal of the committee is to enhance student education by creating a rich learning environment. The purpose of these meetings is to inform families about our program at Stars, share concerns and generate resources in order to better support our students and their families. Other opportunities for parent involvement include:

1. Participation in 30-day placement meetings
2. Annual IEP meetings
3. Open Houses and Graduation ceremonies
4. Treatment team meetings
5. Monthly family therapy sessions

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Dropout Rate	0	0	0	N/A	N/A	N/A	14.7%	13.1%	11.4%
Graduation Rate	10%	10%	45%	N/A	N/A	N/A	77.14%	78.73%	80.44%

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	5	N/A	84%
Black or African American	40%	N/A	75%
American Indian or Alaska Native	0%	N/A	77%
Asian	0	N/A	92%
Filipino	0	N/A	92%
Hispanic or Latino	40%	N/A	80%
Native Hawaiian or Pacific Islander	0	N/A	84%
White	20%	N/A	90%
Two or More Races	0	N/A	89%
Socioeconomically Disadvantaged	100%	N/A	82%
English Learners	0	N/A	53%
Students with Disabilities	100%	N/A	60%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	18%	22%	30%	N/A	N/A	N/A	5.7%	5.10%	4.40%
Expulsions	0	0	0	N/A	N/A	N/A	0.10%	0.10%	0.10%

School Safety Plan – Most Recent Year

Stars High School students are supervised 100% of the time. Designated school staff monitor students at least 20 minutes before school starts, during all school activities including lunch and breaks, and for at least 15 minutes after the school day ends. A School Safety Plan covers the actions school personnel should take in emergency situations. All classrooms and the office are connected by telephone intercom.

Stars High School utilizes an efficient fire and disaster protection program that requires long-range planning; a program has been developed to protect our students, staff and visitors from such emergency situations. The conduct and action of trained personnel during the first few minutes of an emergency may not only save lives and property, but will also ensure the security of our livelihood. In instituting this program, administration and supervisors will be responsible to ensure that all employees are completely informed and trained and that each employee knows his/her duties or responsibilities in the event of a fire, disaster, or other emergency.

Fire drills occur quarterly

The following drills occur bi-annually: earthquake, dangerous person on campus, and disaster drills.

Key Elements of the School Safety Plan:

- 1. A Safe and Orderly environment conducive to learning*
- 2. Disaster procedures*
- 3. Procedures to notify teachers of dangerous persons on campus*
- 4. Sexual Harassment policy*
- 5. Child Abuse reporting procedures*

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)

AYP Criteria	School	District
Made AYP Overall	*	*
Met Participation Rate - English-Language Arts	*	*
Met Participation Rate - Mathematics	*	*
Met Percent Proficient - English-Language Arts	*	*
Met Percent Proficient - Mathematics	*	*
Met Graduation Rate	*	*

*Test results are located at the LEA

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	4	N/A	N/A	12	12	N/A	N/A	12	12	N/A	N/A
Mathematics	12	4	N/A	N/A	12	12	N/A	N/A	12	12	N/A	N/A
Science	12	4	N/A	N/A	12	12	N/A	N/A	12	12	N/A	N/A
Social Science	12	4	N/A	N/A	12	12	N/A	N/A	12	12	N/A	N/A

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	12
Counselor (Social/Behavioral or Career Development)	.5	8
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other: Therapist(2) Mental Health Specialists (2) Psychiatrists (.25)	4.25	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	21,862	66,262
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	4690	67,762
Percent Difference – School Site and State	N/A	N/A	21%	1%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2013–14)

To ensure funds are allocated to support student learning, development and an enhanced high school experience for students and their families, priority is given to funding teacher and staff professional development and coaching, technology and supplemental materials.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013–14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	N/A

Note: Cells with N/A values do not require data.

* Where there are student course enrollments.

Professional Development – Most Recent Three Years

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college classes and participating in workshops and trainings which will result in growth and development in their current positions. Stars High School requires staff to participate in designated trainings. Stars High School is currently working with an Education Consultant to provide staff with current and relevant trainings to improve the education program.

Professional development is offered to all school staff and occurs during three staff development days and in a series of half day staff development meetings. The Stars High School staff also meets weekly to discuss curriculum, assessments and instructional practices. Teachers are evaluated yearly. Evaluations include: classroom visits and reviews. Additionally, the Principal provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

Specialized Resource Staff

- Stars Community Services employs two full-time therapists, two Mental Health Specialists, one school counselor and two Instructional Aides. Specialized staff collaborate with the teachers of Stars High School to meet the individualized needs of its students.